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17. ABSTRACT (MAX. 250 WORDS)

Summarizes individual reports of 112 colleges and universities on their cooperative arrangements with other institutions of higher education at the graduate level. The most common cooperative arrangements reported are: (1) Liberalized policy for transfer of credits, (2) reciprocity, in course attendance, (3) sharing of research, library, and plant facilities, (4) pooling of staff for specialized course and seminars, (5) sharing in extension class offerings, and (6) cooperative degree programs.

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INSTITUTIONAL CO-OPERATION AT THE GRADUATE LEVEL

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In February, 1959, the writer conducted a nation-wide survey of co-operative arrangements between and among institutions of higher learning for offering graduate level work.[1] A questionnaire requesting such information was sent to the 552 colleges and universities (except schools of theology) in the United States which offered graduate degrees.[2] Two hundred twenty-nine institutions replied to the questionnaire. One hundred seventy-four of these institutions stated they had not developed co-operative arrangements for offering graduate work with another institution(s). Fifty-five institutions stated they had some co-operative arrangement with another institution(s) for offering graduate work other than routine transfer of credit.

In order to bring the 1959 study up to date, a similar questionnaire requesting information on co-operation between and among institutions of higher learning at the graduate level was sent out in December, 1961. The letter was sent to the 661 colleges and universities in the United States which offer graduate degrees.[3] Two hundred thirty-two institutions replied to the questionnaire. One hundred fifty-one of these institutions stated they had not developed co-operative arrangements for offering graduate work with another institution(s). (However, several of these 151 institutions had developed some minor type of informal co-operative arrangement with another institution.) It was significant to note that approximately one-third of these 151 institutions reported they were in the process of developing some type of co-operative arrangement with another institution(s) at the graduate level. Fifty-nine institutions stated they had developed co-operative arrangements with another institution(s) for offering graduate level work. Twenty of the 55 institutions which reported some co-operative program in 1959 stated the program(s) were still in effect; 33 of these 55 institutions didn't answer the questionnaire, and 2 institutions stated the co-operative program which they reported in 1959 was no longer in effect.

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[1]Koenker, Robert H. "Co-operative Graduate Programs." Proceedings of the Fifteenth Annual Meeting of the Midwest Conference on Graduate Study and Research. Iowa City, Iowa: Midwest Graduate Study and Research Foundation Incorporated, 21-31, 1959.

Koenker, Robert H. "Co-operative Graduate Programs." Journal of Teacher Education. 10:507-512; December, 1959.

[2]Education Directory, 1958-1959, Higher Education. U. S. Department of Health, Education, and Welfare, Office of Education, 1958.

[3]Education Directory, 1960-1961, Higher Education. U. S. Department of Health, Education, and Welfare, Office of Education, 1960.

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This study will include the 53 institutions of the 1959 study (55 minus the 2 which reported the program was no longer in effect) and the 59 institutions which reported co-operative programs for the first time in the 1961 study, for a total of 112 institutions.

The number of institutions participating in co-operative arrangements with other institutions at the graduate level is considerably more than 112 since most institutions reporting had arrangements with more than one institution. Furthermore, it should be pointed out that 429 institutions did not respond to the questionnaire, and undoubtedly a number of these institutions have co-operative arrangements with another institution(s).

The writer made no attempt to obtain all the details of the co-operative programs reported or to evaluate their effectiveness. It should also be pointed out that no attempt was made to survey or evaluate the co-operative efforts of the following: the Council of Institutional Co-operation (The Big Ten plus the University of Chicago), the Mid-American State Universities Association (The Big Eight plus the State University of Iowa and Colorado A and M), the Western Interstate Commission for Higher Education (Eleven Western states plus states of Hawaii and Alaska), The Southern Regional Education Board, or several other similar associations and councils.

A very comprehensive nation-wide survey and evaluation of all co-operative arrangements between and among institutions of higher learning needs to be made. Such a survey should also include the co-operative ventures of such associations and councils as reported in the foregoing paragraph.

Many of the 112 institutions which reported co-operative arrangements with another institution(s) for offering graduate level work stated such arrangements had proved very beneficial to both the students and the co-operating institutions. The increasing interest in co-operative arrangements between and among institutions of higher learning is evidenced by the fact that over twice as many institutions reported co-operative arrangements in 1961 as in 1959.[1] The increasing and varied graduate student enrollments coupled with the rising costs of graduate education will make it necessary for even more institutions to work co-operatively in the years immediately ahead.

The co-operative arrangements reported by the 112 colleges and universities at the graduate level are as follows:

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[1]The writer is assuming that most or all of the 33 institutions which did not verify the co-operative programs reported in the 1959 study still had such programs in effect.

1. Abilene Christian College (Abilene, Texas)
   "We offer the master's degree in a number of major fields, as does Hardin-Simmons University, another Abilene institution. These two schools have an arrangement whereby a student working toward a degree in one of the institutions may take with prior approval a maximum of one-third of the total hours required for the degree in the other institution and count it as residence in the degree-granting school."

2. Agricultural and Mechanical College of Texas (College Station, Texas)
   "The Department of Industrial Education at this institution and the Department of Industrial Education at the University of Texas have an alternate summer program whereby students may take graduate level courses at either institution and apply the credit to a degree program at either college."

3. Alfred University (Alfred, New York)
   Has cooperative Doctorate in Education Degree programs with both Syracuse University and University of Buffalo. All registrations and admission procedures are administered by Syracuse University or University of Buffalo. Student program planning supervised by joint committee representing Alfred University and Syracuse University, or Alfred University and University of Buffalo.

4. American Conservatory of Music (Chicago, Illinois)
   "It has been our established policy that students wishing to take academic (non-musical) subjects as electives on the master of music degree could take subjects which were junior-level and higher at accredited local universities. This year the Conservatory is offering the Doctor of Musical Arts degree for the first time. Students taking language or other academic requirements on this degree will do so at the University College of the University of Chicago."

5. Appalachian State Teachers College (Boone, North Carolina)
   Has an arrangement whereby a graduate student may transfer a year's work beyond the master's degree to apply toward the Doctor of Education degree at Indiana University or Florida State University.

6. Arizona State University (Tempe, Arizona)
   "Arizona State University does not have a cooperative arrangement with any institution except Merrill-Palmer School in Detroit. Some of our students attend there for a year and get full graduate credit plus residence for degrees offered at Arizona State University."

7. Austin Presbyterian Theological Seminary (Austin, Texas)
   "Austin Seminary is a theological seminar accredited by the American Association of Theological Schools. We offer three degree programs:
   1) B.D.--a three year course.
   2) M.C.E.--a two year course for lay workers in the school of Christian education.
   3) Th.M.--a Master's degree involving four January terms of residence and guided project and dissertation work.

   We have the following cooperative arrangements:
   1) The Episcopal Seminary of the Southwest in Austin. Each semester we offer exchange electives to each other and students from both institutions can count these toward degree progress.

2) University of Texas. Our M.C.E. students take their required psychology work at the University (upper level courses) for our degree program. B.D. students may take graduate standing courses at the University for B.D. credit as electives when these courses are approved by our office.
3) Institute of Religion, Texas Medical Center, Houston Council for Clinical Training, (offices InterChurch Center, N. Y.). Students for the B.D. degree may receive 6 hours for a summer's work in clinical training through either of these agencies. A Th.M. student may receive one January term credit for a summer's residence program at the Institute of Religion or some other approved clinical center."

8. Ball State Teachers College (Muncie, Indiana)

In 1948, Ball State Teachers College and the School of Education of Indiana University cooperatively organized and put into operation a joint Doctor of Education program. Under this cooperative plan, a student completes his master's degree at either Indiana University or Ball State Teachers College. Following this, he spends about a year taking doctorate level courses at Ball State Teachers College before going to the Indiana University campus for an additional year of research and study to complete the doctorate. After the student has satisfactorily completed all requirements, he is awarded an Ed.D. degree which is conferred jointly by the two institutions. In June, 1957, a similar cooperative program between Ball State Teachers College and Purdue University, leading to a joint Ph.D. degree in the field of education, also was established.

The two joint programs are operated in essentially the same manner. A joint committee, composed of members of the Ball State faculty and the faculty of the cooperating university, guides the student in developing his course program, administering the preliminary examinations and the final examinations, and assists the student in conducting his dissertation.

9. Berkeley Divinity School (New Haven, Connecticut)

"Courses in the Yale Divinity School are "open without charge to students regularly enrolled in the Berkeley Divinity School upon recommendation of its Dean". Courses in this School are similarly open to students of the Yale Divinity School.

The terms of admission of students regularly enrolled in the Berkeley Divinity School to courses in other schools of Yale University are determined by the Dean and faculty of the school in question. Students who are admitted to such courses will not be charged a fee for this privilege.

The members of the faculty of the Berkeley Divinity School have access to the libraries and museums of the University upon the same terms as those upon which such access is afforded to the Yale Divinity School; students in the Berkeley Divinity School when certified by its Dean shall have such access on the same terms as afforded the students in the Yale Divinity School."

10. Boston University (Boston, Massachusetts)

"The Graduate School of Boston University has arrangements for cross-registration with Harvard, M.I.T., Andover Newton Theological School and Episcopal Theological School. In addition, Ph.D. candidates in biology and medical sciences may pursue studies at the Worcester Foundation for Experimental Biology, under senior scientists who hold research staff appointments on the Graduate Faculty.

The arrangements with neighboring institutions provide opportunities for qualified students in specific programs to enroll for courses which are

not available at B. U. and for which there is no fee. Tuition is paid to the institution at which the student is pursuing a degree program."

11. Bowling Green State University (Bowling Green, Ohio)
"Bowling Green State University has an arrangement with the Ohio State University similar to that held by Kent State, Ohio University, and Miami University, whereby a student may--upon approval--carry some work at Bowling Green State University to be applied toward the Ph.D. degree at the Ohio State University."

12. Bradley University (Peoria, Illinois)
"By a cooperative arrangement with Indiana University, a student may complete at Bradley University one year, beyond the master's degree, of a doctoral program in education. The Doctor of Education (Ed.D.) degree will be awarded by Indiana University upon the completion of the final year of graduate study, including the thesis, on the Indiana University campus. Advanced graduate work leading to the Doctor of Education degree may be done with a major in any one of a number of areas: educational psychology, elementary education, guidance, history and theory of education, school administration, secondary education, or the general field of education."

13. Brigham Young University (Provo, Utah)
"Cooperative arrangements between Brigham Young University Graduate School and others in this area are largely interdepartmental in nature. An example of this is an arrangement in which our Department of Psychology, working cooperatively with departments in two other universities, is offering certain graduate courses for students taking their degrees in the other institutions with the understanding that this constitutes regular residence work for the other institution. This arrangement is reciprocal.

The school also shares library materials which is not uncommon throughout the country.

We have now completed meetings with other graduate deans within the state and are encouraging department chairmen to confer with the chairmen of like departments in other institutions to work out cooperative arrangements in the graduate program. These are merely beginnings and cannot yet be dignified under the term arrangements."

14. Butler University (Indianapolis, Indiana)
"A program leading to the Doctor of Education degree (Ed.D.) is offered collaboratively by Butler and Indiana Universities. This program requires a minimum of two years of graduate study beyond the master's degree. One year of this work is taken in residence at Butler University; the second year is taken in residence at Indiana University. Upon the satisfactory completion of all requirements the Doctor of Education degree is awarded to the candidate with the explanation that the degree is granted by Indiana University in cooperation with Butler University."

15. California School of Fine Arts (San Francisco, California)
Has an arrangement whereby a candidate for a general secondary California teaching credential takes his fifth year at San Francisco State College.

16. California State Colleges (Inglewood 4, California)
"The California State Colleges, under mandate as contained in the Donahoe Higher Education Act of 1960, are beginning discussions with the University

of California for system-wide cooperation at the Ph.D. level. The Act provides that the University of California shall have sole responsibility for the Ph.D. degree, with the exception that it may enter into cooperative arrangements with the state colleges."

17. Case Institute of Technology (Cleveland, Ohio)
Cooperates with Western Reserve University in offering graduate work in astronomy and geology.

18. Central Michigan College (Mount Pleasant, Michigan)
Has certain arrangements with Michigan State University regarding the teaching of courses in the field. The public supported universities in Michigan have agreed on a cooperative policy at the master's level in the field of special education whereby up to 15 semester hours of credit may be transferred to another state university.

19. City College (New York, New York)
Has cooperative arrangements at the master's level with other graduate divisions of City College and with the municipal colleges of Hunter and Brooklyn. Students may take more than the usual number of transfer credits and there is some slight exchange of staff.

"The establishment of the City University of New York, which will offer graduate programs in the four senior colleges of the university, City College, Hunter College, Brooklyn College, Queens College, will probably extend these cooperative arrangements on both the master's level and in doctoral programs."

20. Claremont Graduate School (Claremont, California)
The following seven liberal arts colleges in Southern California cooperate in offering inter-subject seminars and colloquia, in addition to field seminars, tutorials and internships at the master's and doctor's level: Claremont Graduate School, Claremont Men's College, Pomona College, Scripps College, Occidental College, University of Redlands, and Whittier College. Degrees are granted by the participating institutions upon the recommendation of the Educational Council of the Intercollegiate Program. Each applicant selects the institution in which he wishes to enroll, although he may work at the other sponsoring colleges.

21. Clemson College (Clemson, South Carolina)
"Clemson and Winthrop Colleges have organized and announced a cooperative graduate program in home economics with an emphasis on nutrition to be instituted during the coming academic year. Winthrop College offers training in home economics at the undergraduate level while Clemson College has had an extensive research program in food technology and human nutrition. By using the faculties and facilities at each institution, Winthrop has been able to offer work at the graduate level."

22. College Conservatory of Music of Cincinnati (Cincinnati, Ohio)
Has cooperative arrangement with Teachers College, University of Cincinnati whereby master's candidates in music education take several courses in music at the Conservatory.

23. College of the Bible (Lexington, Kentucky)
"The College of the Bible, which is a graduate theological seminary, has certain reciprocal agreements with the graduate departments of the University of Kentucky, we give mutual credit for one anothers courses, and we have mutual use of one anothers libraries."

24. Colorado State University (Fort Collins, Colorado)
"Colorado State University was included, in August, 1961, in the agreement of several years standing between the University of Colorado and the Colorado School of Mines. The terms of this agreement are that a student enrolled in any of the Graduate Schools of these Colorado state institutions is eligible to take courses and use research facilities as a guest at the others without extra tuition. The institution in which the student is enrolled furnishes or pays for expendable materials or supplies. Records of courses taken and grades received are kept by the student's home institution only."

25. Cornell University (Ithaca, New York)
"We have several programs requiring cooperation among universities in graduate study. The Brookhaven National Laboratory on Long Island is a cooperative venture in atomic energy research, which involves several universities in the Middle Atlantic-New England area. We give graduate credit for work carried on there. Graduate study carried on at the Cornell Medical Center (A part of the Cornell Graduate School) is possible through cooperation with Columbia University and Hunter College. We also have a working arrangement for summer research and study with the Marine Biological Laboratory at Woods Hole, Massachusetts."

26. Covenant College (St. Louis, Missouri)
"We cooperate with the Near East School for Archaeological and Biblical Studies, Jerusalem, Jordan."

27. Danbary State College (Danbary, Connecticut)
The four State Colleges in Connecticut (Central Connecticut, State College, Southern Connecticut State College, and Willimantic State College) have an arrangement whereby a master's candidate may take graduate courses at any of the Colleges, however the student must earn at least fifteen semester hours of credit at the State College from which he expects to receive the degree.

28. Duke University (Durham, North Carolina)
"We have a reciprocal agreement with the Consolidated University of North Carolina which permits students in the Graduate Schools of either institution to take courses at the other institution. These students pay full fees to their own institution and a nominal registration fee of $2.00 to the other. They may take a maximum of two courses per semester."

29. East Carolina College (Greenville, North Carolina)
With prior permission a student may transfer one year's work beyond the master's degree to apply on the Doctor of Education degree at Indiana University.

30. Eastern Baptist Theological Seminary (Philadelphia, Pennsylvania)
"We join with five other seminaries in this area in offering a two hour course to which each seminary assigns a professor and students. This is considered most profitable because it is an ecumenical venture having representatives from the Lutheran, Congregational, Episcopal, Evangelical and Reformed, and Baptist communions."

31. Eastern Illinois University (Charleston, Illinois)
"The extension services of the Illinois state supported colleges recently agreed to grant reciprocating graduate credit for their extension (off campus) courses."

32. Eastern New Mexico University (Portales, Nex Mexico)
Has a joint doctorate program with the University of New Mexico. The candidate completes one year of graduate study at Eastern New Mexico University and one year of resident graduate study at the University of New Mexico. The University of New Mexico appoints the students joint committee. One member of this committee is from Eastern New Mexico University.

33. Emory University (Atlanta 22, Georgia)
"Cooperative ventures in which Emory University is engaged: 1. Union Catalog - a listing of all the library holdings of Emory, Agnes Scott, Oglethorpe, Georgia State College, Georgia Institute of Technology, University of Georgia, Columbia Theological Seminary. This catalog is maintained on the Emory campus through funds provided by all of the cooperating institutions. 2. Atlanta Area Teacher Education Service - an in-service, consultant, and research organization jointly supported by Emory and the University of Georgia. Courses are offered with credit obtainable at either institution. The up-grading of the quality of public school educational program is the purpose of the A.A.T.E.S. 3. The faculty of the Columbia Theological Seminary participates in the graduate Ph.D. program in religion at Emory University. Graduate students and B.D. students may take courses at either institution for credit."

34. Florida State University (Tallahassee, Florida)
"The Florida State University is involved in several cooperative arrangements with other southern institutions through the Southern Regional Education Board. We also cooperate with the University of Florida in making available research facilities on the two campuses to both graduate students and faculty members. For example, the Nuclear Research Program in the state was planned with different facilities at the University of Florida and Florida State University. There is full cooperation and, in many instances, complete interchange of credit in graduate programs."

35. Georgetown University (Washington, D. C.)
"Georgetown University has one program in force with Catholic University, in the graduate school level. Under this program, students in our graduate department of the Institute of Languages and Linguistics of Georgetown University may enroll at Catholic University Graduate School for Anthropology, and Catholic University graduate students may enroll in the Institute of Languages and Linguistics at Georgetown for linguistics."

36. Harvard University (Cambridge, Massachusetts)
"We have had for a long time a system of cross-registration whereby resident students in other graduate schools of Harvard, in the Episcopal Theological School, the Fletcher School of Law and Diplomacy, and the Massachusetts Institute of Technology, may take courses offered by the Harvard Faculty of Arts and Sciences, subject to certain limitations. A similar arrangement has been in effect for the last four years with the African Studies Program at Boston University."

37. Hebrew Union College-Jewish Institute of Religion (Cincinnati, Ohio)
"Hebrew Union College-Jewish Institute of Religion, Cincinnati, has an arrangement with the University of Cincinnati which offers the opportunity to students of either institution to avail themselves of the facilities of the other school."

38. Hofstra College (Hempstead, New York)
"Hofstra College has cooperated with the New York University School of Education to offer a Sixth Year Program in School Administration and

Supervision on the Hofstra campus. Hofstra offers the Fifth Year Program or M.S. in Education degree in Elementary and Secondary Administration. The N.Y.U. Program continues at this point and leads to a professional diploma in Educational Administration."

39. Howard University (Washington, D.C.)
"While the Graduate School of Howard University has entered into no formal cooperative arrangements with other institutions we accept here toward an advanced degree a limited number of credits earned at other institutions. Beginning with this school year, the major institutions in the Washington area (American University, Catholic University, Georgetown University, George Washington University, Maryland University, and Howard University) did enter into an informal arrangement with respect to graduate work in mathematics. A common brochure was printed listing graduate courses in mathematics offered in all of the universities and students were encouraged to avail themselves of the offerings regardless of the institutions in which they were officially registered."

40. Immaculate Heart College (Los Angeles, California)
Catholic graduate schools in the Los Angeles area permit graduate students to transfer six semester hours of credit above the usual transfer requirements from one of the cooperating institutions.

41. Indiana State College (Terre Haute, Indiana)
Has a cooperative Doctor of Education degree program with Indiana University similar to the program between Ball State Teachers College and Indiana University.

42. Jefferson Medical College of Philadelphia (Philadelphia, Pennsylvania)
"Jefferson Medical College has a cooperative arrangement with Pennsylvania State University of the reciprocal course type. In other words, graduate students, enrolled in either school, are permitted to take courses in the other school which may be appropriate to the completion of the individual's course of study."

43. Keene Teachers College (Keene, New Hampshire)
"Keene Teachers College and Plymouth Teachers College, the two New Hampshire State Teachers Colleges, operate a cooperative program on the graduate level to the extent that courses taken at either institution are accepted toward the M.Ed. degree, the degree being awarded by the institution at which the graduate project is begun and completed. The requirements for the degree are basically the same at both institutions with the one exception that Keene alone offers work in the field of Industrial Education and Home Economics, while Plymouth alone offers work in the field of Physical Education and Business Education."

44. Kent State University (Kent, Ohio)
"We have an arrangement with the Ohio State University whereby it is possible for students after matriculating at Ohio State to take a year of work here and have it applied towards meeting degree requirements there. The work is done after the Master's degree has been granted. The degree is awarded by Ohio State."

45. Longwood College (Farmville, Virginia)
"Longwood College, along with other institutions in Virginia, cooperates with the University of Virginia in resident evening and Saturday classes at the advanced undergraduate and the graduate level."

46. Massachusetts Institute of Technology (Cambridge, Massachusetts)
"The closest and most numerous ties at the graduate level are with Harvard, both because of common educational interests and proximity.

Under a cooperative arrangement between Harvard and M.I.T. Graduate Schools, a full-time graduate student is permitted to cross register from his own institution to the other to take up to one-half of his total program in any given semester, provided that the courses elected are not offered at his own institution.*

M.I.T. and Harvard are also engaged jointly in two large research projects, namely the Center for Urban Studies of Harvard and M.I.T., and the Cambridge Electron Accelerator. In addition to these two formal arrangements, there are very numerous instances of informal cooperation between M.I.T. and Harvard in a great variety of research activities.

Informal collaboration on all levels of the Graduate activity goes on between M.I.T. and Harvard. The libraries of the two universities maintain access to one another's resources. Professors from one of the two institutions frequently serve on thesis committees for students from the other. There are many exchange lectures and seminars. On the administrative, faculty, and student levels, collaboration with Harvard's graduate schools is effected as often as such a partnership will insure educational benefits to both institutions.

*We have a cross registration arrangement, similar to the one with Harvard, between M.I.T. and Boston University; this is limited to an exchange between the M.I.T. Department of Economics and Social Science and the Boston University African Studies Program."

47. McCormick Theological Seminary (Chicago, Illinois)
"McCormick Theological Seminary has cooperative arrangements with three schools. One is, as we understand it, a temporary arrangement. North Park Theological Seminary has no faculty member in the field of Christian Education so we have a plan by which our two-year M.A. program in Christian Education can be used in part by North Park. The student takes the Bible, church history, theology and some other work at North Park, and takes one full year of work (32 semester hours) with us. This includes 20 hours in Christian Education which is our minimum in that field for the M.A. degree. We require additional hours to total 32 because we do not give any degree for less than 32 semester hours. Our school gives the M.A. degree for this combined course.

In the field of Church and Community we have a combined program with the University of Chicago School of Social Service Administration and with the University of Illinois School of Social Work. Actually the master's degree in this field is given by the university concerned."

48. Medical College of Virginia (Richmond, Virginia)
"The Medical College of Virginia School of Graduate Studies collaborates with other institutions of the Commonwealth of Virginia in reciprocal course arrangements whereby our graduate students take advanced courses in mathematics and other subjects not offered at the Medical College of Virginia. In addition, the Medical College of Virginia from time to time accepts students from other higher institutions in the State for graduate courses."

49. Miami University (Oxford, Ohio)
Has a plan whereby a student may do one year of graduate work beyond the master's at Miami University and then transfer to either Ohio State University or Indiana University to complete the doctorate.

50. Michigan College of Mining and Technology (Houghton, Michigan)
"We have an active program, at present on the Master's level, with the Argonne National Laboratory, whereby our students may fulfill the research requirement for the M.S. degree by employment at the Laboratory for a period of not less than one year and submitting an acceptable thesis.

51. Mount Holyoke College (South Hadley, Massachusetts)
"A cooperative Ph.D. program has been established by Amherst, Mount Holyoke and Smith Colleges and the University of Massachusetts. The degree is awarded by the University of Massachusetts but some, perhaps much, and in a few exceptional cases even all of the work leading to the degree might be done in one or more of the other institutions. The fact that it is a cooperative Ph.D., including Amherst, Mount Holyoke and Smith Colleges and the University of Massachusetts is to be indicated on the diploma, the permanent record card, and all transcripts, as well as on the commencement program. A doctor's hood has been designed with the colors of all four institutions on it.

The degree is administered by a Graduate Council which has members on it from all four institutions. The teaching faculty members for the doctorate are chosen by the Graduate Council. Each student has an advisory committee which determines what his program is to be and where it is to be carried out. All four libraries, and a cooperative research library are open to doctoral candidates. Similarly all laboratories and other research facilities which are appropriate can be used by any candidate.

Participation in the cooperative Ph.D. program by departments of the four institutions is on a voluntary basis. Each group of departments, wishing to offer the cooperative Ph.D. degree, petitions the Graduate Council for permission of the Graduate Council who studies these proposals carefully, and weighs such factors as the faculty, equipment, facilities, library resources, funds for fellowships, and other matters."

52. National College of Education (Evanston, Illinois)
"Students from National College of Education who have been awarded a Master's degree by that institution may earn an additional ten points (semester hours) of credit in certain National College of Education graduate courses (numbered 450 or above) which can be counted toward the requirements of the program for the degree of Doctor of Education at Teachers College, Columbia University, in the areas of (1) Supervision and Curriculum Improvement, Department of Curriculum and Teaching or (2) Administration of Elementary Schools, Department of Educational Administration.

Before entering upon this work at National College of Education students must be regularly admitted to a program of study leading to certification for the degree of Doctor of Education at Teachers College, and must get the approval of the appropriate Teachers College Area Advisor of the specific National College of Education courses to be taken.

Students will be expected to comply with all the requirements for the Doctor of Education degree as they are described in the Teachers College Bulletin and other official documents of that institution."

53. New Mexico Highlands University (Las Vegas, New Mexico)
Has a joint Doctorate program with the University of New Mexico similar to the program offered by Eastern New Mexico University.

54. New Mexico Western College (Silver City, New Mexico)
Has a joint Doctorate program with the University of New Mexico similar to the program offered by Eastern New Mexico University.

55. North Carolina College at Durham (Durham, North Carolina)
Has a visiting professor arrangement with the University of North Carolina for teaching graduate courses. "Since 1959, the visiting teacher arrangement has expanded to include visitors from Duke University and North Carolina State College in Raleigh, North Carolina.

In addition, a cooperative Ph.D. program has been entered into by North Carolina College at Durham and the University of North Carolina with support from the Southern Education Foundation. The plan of cooperation is described in the enclosed proposal to the Southern Education Foundation which was approved in 1961."

56. North Carolina State College (Raleigh, North Carolina)
"N. C. State College at Raleigh, The Woman's College at Greensboro, and the University at Chapel Hill, make up the three divisions of the Consolidated University of North Carolina. Within this framework there is much collaboration, and many students take graduate courses at an institution other than the one at which he is doing most of his work toward a degree. Arrangements are provided for full interchange of credits, residence credit, uniformity of the fee structure, college calendar, and so on. In other words, the full resources of the Consolidated University of North Carolina are made available to all graduate students enrolled at any one of the three branches.

We are also one of the sponsoring institutions of the Oak Ridge Institute of Nuclear Studies at Oak Ridge, Tennessee. Through this cooperative association with the Institute our graduate research program has at its disposal the facilities of the National Laboratories in Oak Ridge and of the research staffs of these laboratories. When master's and doctoral candidates have completed their resident work, it is possible, by special arrangement, for them to go to Oak Ridge to do their research problems and prepare their theses.

At the request of the Southern Regional Education Board's Advisory Commission on Statistics, Virginia Polytechnic Institute, Oklahoma State University, The University of Florida, and North Carolina State College have joined in a continuing program of graduate summer sessions in statistics, held at the four institutions in rotation. Each of the sponsoring institutions accept the credits earned by students in the summer sessions as residence credit."

57. Northern State Teachers College (Aberdeen, South Dakota)
Has a cooperative arrangement with the University of South Dakota whereby students under certain conditions may transfer up to a total 40 semester hours of graduate work to the University to apply toward the specialist diploma in education.

58. Northwest Missouri State College (Maryville, Missouri)
"During the Summer Session of 1961, we entered a cooperative arrangement with the University of Missouri for the Master of Education degree. Their courses are taught on our campus and their degree is awarded.

Our cooperative arrangement is the same as on the campuses of Southeast Missouri State College and Southwest Missouri State College."

59. Northwestern University (Evanston, Illinois)
"For some years we have had an agreement with the University of Chicago which enables qualified students at either institution to enter on their

home registration a course at the neighboring university which is distinctive and not available at the student's home school. The purpose of this arrangement is to make available the special offerings of each institution to students at both schools and thus discourage needless duplication."

60. Occidental College (Los Angeles, California)
See Claremont Graduate School

61. Ohio State University (Columbus, Ohio)
See Miami University

62. Ohio University (Athens, Ohio)
"--work beyond the master's level taken at Ohio University may be transferred to a doctoral program at the Ohio State University."

63. Oklahoma State University (Stillwater, Oklahoma)
"The Oklahoma State University has cooperated, and is now cooperating, with a number of other institutions in order to make graduate work more generally available throughout the state. This institution and the University of Oklahoma, for example, offer cojointly graduate work in an Extension Study Center in Oklahoma City. These two institutions and the University of Tulsa are cooperating in a program in Tulsa. The Oklahoma State University and Phillips University in Enid are cooperating to offer extension work there, the latter institution providing facilities and library service. There have been in the past, and perhaps will be again, cooperative arrangements between this institution and some of the state colleges in the State of Oklahoma."

64. Oregon College of Education (Monmouth, Oregon)
"We have a cooperative program for preparing teachers of the deaf. This program meets the certification requirements of the Conference of Executives of American Schools for the Deaf and is conducted in cooperation with the Oregon State School for the Deaf. A major portion of the course work in the specialized professional core (undergraduate and graduate) is offered on the campus of the School for the Deaf. The basic professional education core and the general education core are offered on the O.C.E. campus.

Candidates for admission to the program must meet all of the requirements of admission to candidacy for the master's degree at O.C.E. Before the degree can be granted, the candidate must present evidence that he holds or is eligible for the Certificate A issued by the Conference of Executives of American Schools for the Deaf.

The total program includes 18 term hours of undergraduate courses and 45 term hours of graduate courses leading to the degree of master of science in education."

65. Oregon State College (Corvallis, Oregon)
"The only cooperative advanced degree program we have with another institution is our physics program with Linfield College at McMinnville, Oregon. We have had a close working relationship with Linfield and we offer graduate extension courses at Linfield which may be applied toward a graduate degree at Oregon State College.

We have also made an arrangement whereby graduate students in Physics at Linfield College can do a year of graduate work there and continue on here

under the National Defense Graduate Fellowship Program, Title IV. Under this plan a student would continue on at Oregon State for his Ph.D. in physics."

66. Pacific Union College (Angwin, California)
"--Pacific Union College is beginning a cooperative program. The newly formed Loma Linda University with headquarters at Loma Linda, California, will offer certain graduate courses on the Pacific Union College campus at Angwin, California, and on the La Sierra College campus at Arlington, California.

Pacific Union College has been offering graduate work for some twenty or more years. From this time on, however, it is the plan that these graduate offerings shall be offered in the name of Loma Linda University."

67. Plymouth Teachers College (Plymouth, New Hampshire)
Plymouth Teachers College and Keene Teachers College conduct a joint program leading to the Master of Education degree.

68. Presbyterian School of Christian Education (Richmond, Virginia)
Has a cooperative arrangement with Union Theological Seminary of Virginia whereby classes at each institution are open to students of the other, and there is a frequent interchange of professors between the two schools.

69. Princeton Theological Seminary (Princeton, New Jersey)
"There is no organic connection between Princeton Seminary and Princeton University, but there is cordial reciprocity. Students and Faculty of each institution have full use of the library of either institution, and students, both graduate and undergraduate, of either institution may take courses for which they have necessary background in the other institution with the permission of the professor concerned."

70. Rhode Island State College (Providence, Rhode Island)
"Rhode Island College has an agreement between the School of Education at the University of Connecticut and the Graduate Division of Rhode Island College which will permit graduate students to pursue a Sixth-Year Diploma beyond the Master's degree at both institutions, with the Diploma being awarded by the University of Connecticut.

This program will permit a candidate in Educational Administration and other areas of concentration offered by the Graduate Division of Rhode Island College to complete one-half of his post-master's work (approximately fifteen hours) at Rhode Island College, and fifteen hours at the University of Connecticut, culminating in the advanced Diploma."

71. Reed College (Portland, Oregon)
"We have an arrangement with Duke University School of Forestry whereby students may obtain the Bachelor of Arts degree from Reed and the Master of Forestry degree from Duke after five years' work, three at Reed, and two at Duke."

72. Saint Margaret's House (Berkeley, California)
"1. Saint Margaret's shares library and research facilities with all of the theological seminaries in this city. There is a common catalogue containing all of our holdings at the Pacific School of Religion.

2. The faculty at the Church Divinity School of the Pacific teaches, upon

request and with the consent of the dean, courses in his field at our school on occasion.

3. Our students attend the classes at the Church Divinity School of the Pacific without payment by student for tuition. Church Divinity School of the Pacific students attend classes at our school on the same basis. The schools exchange tuition costs with each other."

73. Scarritt College (Nashville, Tennessee)
"I might mention the following areas in which we do have cooperative arrangements with George Peabody College and Vanderbilt University: (1) Joint University Library serves all three institutions. It is an autonomous agency that has roots in the three cooperating institutions. (2) There is reciprocity in student registration in courses. This makes it possible for our students to broaden their program of studies as well as to get specific and more advanced courses in areas of their particular study. (3) Undergraduate students at Scarritt take their minors in departments either at Peabody or Vanderbilt, and at the graduate level both Master of Arts and Doctoral candidates at Peabody and Vanderbilt take minors or area specializations at Scarritt. These have been worked out in anthropology and in Christian Education. (4) We do not have any joint degrees nor do we have any joint appointments of faculty. We are currently working out a closer relationship with the Music Department of Peabody College in the field of church music. This will involve a coordination of curriculum and a closer cooperation in providing correlative courses in Christian Education, Church History, and Bible for majors in church music at Peabody, and it will also provide greater breadth of offerings for our students in church music courses. (5) The Divinity School of Vanderbilt University uses the curriculum in Christian Education here at Scarritt to broaden the theological education of its students."

74. Stanford University (Stanford, California)
"We have made arrangements for a limited number of graduate students enrolled at Stanford, and paying tuition at Stanford, to take a course during the same term at the University of California at Berkeley. Similar arrangements are in effect for the graduate students at Berkeley to take a course at Stanford. In each case, the students are carefully selected, and there must be the approval of the department head and Graduate Dean at both institutions. The "host" institution reports to the "home" institution the grade made and this is entered on the graduate student's permanent record. Scheduling distances and the approximately 40 miles that separate the two institutions are holding this program down to modest dimensions."

75. State University College at Albany (Albany, New York)
"Since 1959, the date of your last study, we have introduced in the State University College at Albany an advanced program in Educational Administration leading to the degree of Doctor of Education. As you may know, we are one of several colleges making up the State University of New York. Eleven of the colleges or units, including our own, which were Colleges of Education were redesignated State Colleges last October.

The advanced program in Educational Administration consists of some 90 semester hours (3 academic years) of study, including interneship and thesis, beyond the baccalaureate. As a minimum, 45 semester hours must be completed at this college. Also, the program calls for at least one academic year in full-time resident study.

Since certain of the introductory work may be completed at other

institutions, we have entered into a cooperative arrangement with our ten sister institutions in the operation of the above program and in the recruitment of qualified students."

76. State University College of Education (Plattsburg, New York)
Has an arrangement with the State University College at Potsdam whereby graduate students are permitted to take up to six hours of residence credit to transfer to the other cooperating institution.

77. State University College of Education (Potsdam, New York)
"The State University College at Potsdam and The State University College at Plattsburgh have an agreement for the exchange of residence credit in graduate studies. A student who has received a Bachelor's degree from one of the colleges and has matriculated at the same college for a Master's degree may register for up to 6 points of graduate credit at the other college. These credits would be acceptable toward meeting the residence requirement at the college from which the degree is to be earned."

78. State University College of Forestry (Syracuse 10, New York)
"Most of our graduate students take some graduate courses at Syracuse University and use the library facilities as well as many other facilities of that university. We do have our own forestry library consisting of almost 100,000 volumes but, nevertheless, the Syracuse University Library is frequently used by our students. Likewise, we have frequently appointed members of the Syracuse University Faculty on committees for our graduate students and in many cases research facilities are also shared by both institutions. We try also, as far as possible, to coordinate courses with Syracuse University so that as little duplication as possible is carried out."

79. State University of Iowa (Iowa City, Iowa)
The University of Iowa, Iowa State College, and Iowa State Teachers College endeavor to coordinate their instruction through an inter-institutional committee. The State University of Iowa also cooperates with the University of Minnesota and the University of Wisconsin in a Ph.D. program in the field of Classics (See University of Minnesota) and with Iowa State University in graduate degree inter-disciplinary programs in law and economics.

80. Stevens Institute of Technology (Hoboken, New Jersey)
Has a joint master's program with the Webb Institute of Naval Architecture.

81. Stout State College (Menomonie, Wisconsin)
See University of Wisconsin

82. Temple University (Philadelphia, Pennsylvania)
"The cooperative master's program we cited for your study in 1959 continues on its own today without Ford Foundation support. The program involves cooperative use of library facilities, staff, and administrative leadership in the General Education Program for Teachers. The institutions with which Temple University cooperates are as follows: Wilkes College, Wilkes Barre; Muhlenberg College, Allentown; Franklin & Marshall, Lancaster; Albright College, Reading; Lebanon Valley College, Annville; Ursinus College, Collegeville; Harrisburg Area Center, Harrisburg."

83. Tulane University (New Orleans, Louisiana)
"The Department of French and Italian of Tulane University participates in an Inter-University Doctorate program in Italian along with the Romance Languages Departments of the following Universities: California (Berkeley), Chicago, Cornell, Indiana, Northwestern, Pennsylvania, Princeton, Syracuse.

In general the plan for the doctoral candidate is to spend each of his three years at a different University of the participating group. He will meet the usual requirements of the University from which he wishes to receive his degree.

We feel that this plan represents an effort to meet the challenge offered by the lack of interest in Italian culture and in Italian scholarship in our colleges and universities as well as to provide teachers in languages for the current crisis."

84. Union Theological Seminary (New York, New York)
"We have entered into an arrangement with Columbia University in connection with the degrees of M.A. and Ph.D. These degrees are given by the University but are governed by joint committees on which both Columbia faculty and Union faculty sit. The M.A. in religion is given in the general fields of Bible, Systematics, Philosophy, and Society and the Ph.D. in the same fields with a good deal of emphasis on History of Religions. It takes about one to two years to get the M.A. depending on the student's previous record and also some two to three years for the Ph.D. In the latter case where a student comes with a B.D. from a recognized institution his period of residence is shortened and he is generally able to finish in about two years.

I may also draw your attention to the fact there is a M.A. of a quite different character established many years ago which is controlled by the Seminary although the actual degree is given by Columbia University. It is in virtue of this that the Seminary has three members sitting on the University Council and operating almost as a department of the University. This M.A. is given in the fields of Bible and History of Religions."

85. University of Alabama (University, Alabama)
"We have an arrangement with the University of Tennessee and the University of Kentucky to offer graduate work in Public Administration. Graduate students spend one quarter at each of the three institutions and then to get the master's degree go back to whichever institution they wish to have grant the degree and spend another semester there. This program apparently works quite well."

86. University of Buffalo (Buffalo, New York)
"The School of Education has a cooperative doctorate program with Alfred University. The School of Social Work has a cooperative program with the University of Rochester. In each program Buffalo is the degree granting institution."

87. University of California (Los Angeles, California)
There is full cooperation at the graduate level between the seven units of the University of California (Berkeley, Davis, Los Angeles, Riverside, San Diego, San Francisco, Santa Barbara) involving transfer of credit, interchange of staff, sharing of library and research facilities, etc. While these institutions are parts of the one university system they are locally autonomous. The University of California and the California State Colleges by law (Donahoe Act, 1959) will work cooperatively at the doctoral degree level.

88. University of Chicago (Chicago, Illinois)
"The University of Chicago has a student exchange project with Northwestern. A student at either school who needs a course that is available at the other but not at his own may, with approval of the two institutions, register for

it but pay his tuition only at the home school. When the course is completed, his record, grade, etc., are forwarded to the home school.

The University of Chicago has for many years cooperated with the University of Texas in the use of MacDonald Observatory in Texas. More recently the two universities have had a joint Department of Astronomy and Astrophysics. Appointments and promotions at either university are cleared for both institutions but salaries are paid by the one in which the faculty member is normally resident.

The University of Chicago and the University of Frankfurt am Mein (Germany) have had a joint exchange program involving from 3 to 8 faculty members from each and 2 to 4 graduate students from each. This program has been in existence for more than a dozen years with assistance from Foundations and from the U. S. Department of State. Each university pays the salaries of its own staff and the external grants have covered the costs of transportation and the added costs of living abroad. The current grant support will terminate at the end of the present academic year and, if new support does not become available, this program of exchange will probably be terminated.

The Department of Economics of the University of Chicago has cooperated for 7 or 8 years with the Catholic University of Chile at Santiago in developing an Economics program and staff at the latter institution. The staff there is being constituted from Chilean students who have been trained at the University of Chicago. The same department has now nearly completed plans for a similar venture with a university in Argentina. In this case some of the Chilean students, trained here, will be involved. Both of these programs have been financed by the governments of the two countries."

89. University of Colorado (Boulder, Colorado)
Has an arrangement with the Colorado School of Mines and Colorado State University for the exchange of graduate students and the joint use of facilities.

90. University of Florida (Gainesville, Florida)
"The University of Florida now operates a program of teacher education at the graduate level in cooperation with the University of South Florida in Tampa. Teachers from that area may complete 50% of the credits for the M.Ed. degree in Tampa and then complete remaining requirements for the degree at the University of Florida in Gainesville. Faculty from the University of Florida are currently teaching all courses offered at the University of South Florida in this particular program."

91. University of Georgia (Athens, Georgia)
"The University of Georgia and Emory University cooperate to provide in-service training for Atlanta School teachers through an organization known as the Atlanta Area Teacher Education Service. (AATES). The AATES has a director with an office on the Emory campus. Courses are taught by regularly employed faculty members and are open to students admitted to either graduate school. Each course meets for two hours every other week during the school year and carries five quarter hours credit. At most three courses taken in the AATES may be part of a degree program at the University of Georgia."

92. University of Idaho (Moscow, Idaho)
"We are only nine miles away from the State College of Washington and the students of these two institutions often take graduate work at the other institution. We also make considerable use of each others library facilities."

93. University of Massachusetts (Amherst, Massachusetts)
"Amherst College, Mount Holyoke College, Smith College, and the University of Massachusetts have a Four College Cooperative Ph.D. Program. The arrangements for this program are centered at the University of Massachusetts."

94. University of Miami (Coral Gables, Florida)
Has a plan whereby a student may transfer a year's work taken beyond the master's degree at Miami University to apply on the Doctor of Education degree at Indiana University.

95. University of Michigan (Ann Arbor, Michigan)
"In 1961 the University of Michigan and Wayne State University in Detroit adopted a cooperative enrollment plan which permits the student to enroll in both Universities in a course for which there is not an equivalent at the other University. This plan is intended primarily for Master's students and they may elect no more than one-third of their total degree program under this arrangement, exclusive of thesis or essay.

There is a second type of cooperative plan under which students qualifying for the Master's degree in Special Education may include credit by transfer up to a maximum of 15 semester hours of graduate credit earned at other state-supported graduate schools in Michigan."

96. University of Minnesota (Minneapolis, Minnesota)
"Prior to the fall of 1960, representatives of the Classics Departments from the Universities of Minnesota, Iowa, and Wisconsin met to plan a cooperative Ph.D. program in Classical Civilization. Ph.D. requirements of each institution, residence, transfer of credit, etc., in respect to this particular program were also worked out.

The cooperative aspect of this program makes it possible to offer a Ph.D. in Classics on a broader basis than is possible in any one of the institutions. Each of the three departments assumes the full load of the program in the three year cycle. During the year that a university is the host institution, a concentrated program of advanced classes and seminars is offered while the other two institutions devote themselves mainly to Master's and undergraduate work during the year. The students move from one university to another following the cycle. As stated in the proposal, "The plan, by allowing students to move from one institution to another, would allow them to work with more of their contemporaries and would introduce them to three times as many specialists with whom to do advanced study and from whom to choose the director of their research."

The program was initiated at the University of Minnesota in the fall of 1960. This year (1961-62), Iowa is the host institution, and next year (1962-63) Wisconsin will act as host institution. The cycle will begin again at Minnesota in 1963-64."

97. University of Mississippi (University, Mississippi)
"A cooperative arrangement is in effect with Millsaps College in Jackson, Mississippi, for graduate course work in education."

98. University of Missouri (Columbia, Missouri)
"The University of Missouri has a cooperative arrangement which includes the three state colleges, Northwest Missouri State College at Maryville, Southwest Missouri State College at Springfield, and Southeast Missouri State College at Cape Girardeau. In this plan we have essentially extended

the campus of the University of Missouri to include these three institutions, as far as their graduate work is concerned. The students enroll at the University of Missouri, are advised by our staff, and the University confers the degree. In some cases, all of the work may be taken on the campus at the state college, and other students find it necessary to come to Columbia for some of their work.

Many of the courses are given by the faculty members of the state colleges but in each case these courses are approved by members of the staff at the University of Missouri for graduate credit. In addition, there are courses exclusively for graduate students, which are sometimes given by staff members brought in for these specific courses by the University. The majority of this graduate work is conducted in the Summer Session, although some students receive graduate credit for courses taken during other sessions. At present students doing all of their work for advanced degrees are entirely in the field of Education. Students taking course work in a subject matter area find it necessary to come to the campus at Columbia to complete their programs."

99. University of New Mexico (Albuquerque, New Mexico)
Has a cooperative arrangement for offering the Doctor of Education degree with Eastern New Mexico University, New Mexico Highlands University, and New Mexico Western College. The student may transfer up to 24 semester hours of post master's work to apply toward the doctoral program at the University of New Mexico under certain specified conditions.

100. University of North Carolina (Chapel Hill, North Carolina)
See North Carolina State College at Raleigh

101. University of Omaha (Omaha, Nebraska)
"The University of Omaha has an arrangement with the Indiana University School of Education for offering the Doctor of Education degree. We offer as much as sixty hours of course work at the graduate level here, prior to the student's attendance at Indiana University."

102. University of Tennessee (Knoxville, Tennessee)
"We really have only one such program, and this is with East Tennessee State College, located about 125 miles northeast of Knoxville. In this program some of our professors teach courses at East Tennessee State which may carry graduate credit. A degree student must, of course, come to Knoxville to satisfy our residence requirements."

103. University of Texas (Austin, Texas)
"Outside of the University System the only formal cooperative arrangement we have is in Astronomy with the University of Chicago. Graduate instruction and research are carried on both at the Main University in Austin and at the Yerkes Observatory; special research is done at the McDonald Observatory, Fort Davis, Texas."

104. University of Tulsa (Tulsa, Oklahoma)
See Oklahoma State University

105. University of Washington (Seattle, Washington)
"The Cooperative Program of Education for College and University Teaching is administered by the University of Washington in cooperation with other institutions of higher education in the Pacific Northwest. Its purpose is to increase the supply of teachers in colleges and universities by encouraging superior undergraduates in the participating institutions to proceed to graduate study in their chosen fields. The following institutions

in Washington state have been invited to participate with the University of Washington in this program: Western Washington College, Bellingham; Central Washington College, Ellensburg; Eastern Washington College, Cheney; Whitman College, Walla Walla; Gonzaga University, Spokane; Pacific Lutheran College, Tacoma; Reed College, Portland; Seattle University, Seattle; Whitworth College, Spokane; Seattle Pacific College, Seattle; University of Puget Sound, Tacoma.

The Cooperative Program, made possible by a grant from the Ford Foundation, is at present designed to extend through the academic year 1962-63."

106. University of Wisconsin (Madison, Wisconsin)
"(1) NDEA Classics Program, one year each at Minnesota, Iowa, and Wisconsin. (2) Cooperative Program with six state colleges which are beginning to offer graduate work--first half of work for masters at State Colleges, last half at University of Wisconsin."

107. Vanderbilt University (Nashville, Tennessee)
"The following plan of cooperation in graduate work between Vanderbilt and Peabody was adopted by the institutions in 1936: The candidate for the Master's degree or the Doctor's degree shall take his major and write his thesis in the institution in which he elects to graduate and shall meet all the requirements of that institution for the Master's or Doctor's degree. The candidate may be allowed to select work in the affiliated institution without restriction as to number of hours, but in all cases his program of work for the Master's or Doctor's degree shall be approved by the major professor and the dean of the graduate school in the institution in which the degree is sought."

108. Washington State University (Pullman, Washington)
"--I can describe for you two cooperative enterprises at graduate level in which Washington State University is involved. The first of these is the Center for Graduate Study at Hanford, Washington. This is actually operated by the University of Washington but with the cooperation of Washington State University and Oregon State University. The graduate students at the Center are almost exclusively employees of the Atomic Energy Commission or the General Electric Company. They are enrolled as graduate students at one of the three cooperating institutions.

Just recently the Board of Regents of Washington State University has approved in principle a scheme which will permit the use of graduate courses jointly by Washington State University and the University of Idaho. The objective here is to eliminate duplicating courses with small enrollments and to increase the breadth of opportunity in courses for graduate students at both institutions."

109. Wayne State University (Detroit, Michigan)
"Last year Wayne State University and the University of Michigan agreed to a mutual interchange of courses. Students may register on our campus for University of Michigan offerings and Michigan students do the same. A year-end accounting provides for any imbalances that may occur in elections among the two Universities."

110. Western Illinois University (Macomb, Illinois)
"Our Graduate Council recently adopted the policy of favoring reciprocity with Illinois state universities in specific course arrangements. This implies that we might allow Western Illinois University credit to our own students for certain graduate courses taught by instructors of these institutions when such courses meet the requirements of our graduate program.

In such cases the credit would be reported directly to our Registrar by the class instructor of the other institution and would not be transferred according to the usual procedure."

111. Western Michigan University (Kalamazoo, Michigan)

"The only cooperative graduate degree program that we have at the present time is the Visiting Teacher Program which is a cooperative arrangement with the University of Michigan. The student ordinarily will be admitted to the Graduate Schools of both institutions; will elect up to the maximum of eighteen hours of graduate work at Western Michigan University, will elect six hours of graduate work on campus at the University of Michigan during one summer session, and will participate in a field project, a type of internship, under the supervision of the University of Michigan field staff. The degree will be awarded by Western Michigan University.

At the present time Western Michigan University is cooperating with Wayne State University, Michigan State University, and the University of Michigan in an Inter-Institutional Administrative Seminar, for students above the master's degree level interested in administration. This enterprise is jointly sponsored by all four institutions and credit is given by the respective institutions; not by any one. It is difficult to say that this is a degree program; however, it is a cooperative activity which is acceptable for credit toward the degrees in any one of the institutions."

112. Winthrop College (Rock Hill, South Carolina)

"The Clemson-Winthrop Home Economics Research Council formed in 1960 is one part of the cooperative program. Research moneys coming from the State of South Carolina earmarked for research in home economics is administered through this joint Research Council. Two research projects have been completed so far under this arrangement. The money involved to this point amounts to $20,000.

Winthrop College and Clemson College have pooled their resources and offer a master of science degree in nutrition. The degree will be offered at Winthrop College. It is expected that students in this program will spend one or more semesters on the campus at Clemson College taking courses and completing laboratory work which is not available at Winthrop College."

The 112 institutions included in this study reported a wide variety of arrangements for co-operating with another institution(s) at the graduate level. The most common co-operative arrangements reported were as follows:

1. Allowing students to transfer between institutions more than the usual number of credits to apply on an advanced degree.
2. Reciprocal course arrangements between and among institutions.
3. Sharing research, library, and plant facilities.
4. Pooling of staffs between and among institutions for offering specialized courses and seminars.
5. Co-operation between and among institutions in offering extension classes.
6. Co-operative degree programs.

It is significant to note that the number of co-operative arrangements reported in the 1961 study was more than double those reported in the 1959 study. It should also be pointed out that more different types of co-operative ventures were reported in the 1961 study. Probably the most significant development is the

marked increase in the number of institutions offering co-operative doctoral degree programs such as the doctoral program in classics offered co-operatively by the Universities of Minnesota, Wisconsin, and Iowa; and the doctoral program offered by the University of Massachusetts in co-operation with Amherst College, Mount Holyoke College, and Smith College.